



## FOREWORD

The ***Teacher Education Handbook***, the University Catalog, the University Student Handbook, and special publications of the Department of Education at Southwest Baptist University comprise the regulations and procedures students must follow to complete the Teacher Education Program.

The Teacher Education Program at Southwest Baptist University prepares teachers at the undergraduate and graduate levels for both public and Christian schools. These programs combine strong academic study with a variety of practical clinical experiences.

This handbook was created for students entering under the 2006-2007 catalog. For students entering before 2006, please refer to the catalog under which you entered for coursework requirements.



# **SOUTHWEST BAPTIST UNIVERSITY**

## **MISSION STATEMENT**

Southwest Baptist University is a Christ-centered, caring, academic community preparing students to be servant leaders in a global society.

## **VISION STATEMENT**

The academic program of Southwest Baptist University promotes excellence in teaching, scholarship, and service by

- ◆ integrating Christian faith and biblical values in all areas;
- ◆ utilizing appropriate technology;
- ◆ preparing students through educational opportunities integrated across the curriculum;
- ◆ encouraging academic growth of faculty through advanced degree preparation, scholarly research, and improved teaching; and
- ◆ treating each person as an individual valued by Christ.

## **Lewis E. Schollian**

### **College of Education and Social Sciences**

#### **Mission Statement**

The College of Education and Social Sciences seeks to prepare students for careers in professions which are people-oriented and service-minded, while encouraging students to embody Christ-like character.

#### **Vision Statement**

The College of Education and Social Sciences endeavors to equip students for careers and professions by:

- ◆ providing academic and practical experiences necessary for each discipline;
- ◆ encouraging positive mental, physical, social and spiritual health;
- ◆ challenging students to seek academic excellence;
- ◆ integrating the Christian faith into each academic discipline; and
- ◆ contributing to the liberal arts foundation within the general education requirements.

## **Department of Education**

#### **Mission Statement**

The Department of Education is a learning community preparing teachers and administrators to be caring, effective practitioners in today's schools.

#### **Vision Statement**

The Department of Education endeavors to prepare students for careers in teaching by:

- ◆ building a strong knowledge base in educational theory and developmentally appropriate practice;
- ◆ linking knowledge, academic theory, and practice through diverse clinically-based experiences;
- ◆ promoting the use of technology in schools;
- ◆ integrating Christ-like values in daily school interactions by helping students become moral, ethical teachers and administrators;
- ◆ promoting reflective thinking about school experiences; and
- ◆ promoting professional development and life-long learning.



## **DEPARTMENT OF EDUCATION**

### **Student Goals and Objectives**

**Goal 1: The student will understand the central concepts, tools of inquiry, and structures of the chosen discipline(s) within the context of a global society and create meaningful learning experiences for students.**

Objectives: The student will

- 1.1 demonstrate knowledge of subject matter in teaching.
- 1.2 present the subject matter in multiple ways.
- 1.3 create learning experiences using learners' prior knowledge.
- 1.4 engage learners in the methods of inquiry used in the chosen discipline.
- 1.5 create interdisciplinary learning experiences.

**Goal 2: The student will understand how learners learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of all students.**

Objectives: The student will

- 2.1 use knowledge of student learning and child/adolescent development in planning appropriate learning experiences.
- 2.2 plan instructional opportunities by strengthening prior knowledge with new ideas.
- 2.3 encourage responsibility in learners.
- 2.4 demonstrate knowledge of theories of learning.

**Goal 3: The student will understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.**

Objectives: The student will

- 3.1 identify prior experience, learning styles, strengths and needs of learners.
- 3.2 design and implement individualized strategies of instruction based on prior experience, learning styles, strengths and needs of the learners.
- 3.3 determine when and how to access specialized services to meet individual students' needs.
- 3.4 connect instruction to students' prior experiences and family, culture, and community.

**Goal 4: The student will recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon student, district, and state performance standards.**

Objectives: The student will

- 4.1 select and create learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- 4.2 create lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.
- 4.3 evaluate plans relative to long and short-term goals and adjust them to meet students' needs and to enhance learning.



**Goal 5: The student will know how to use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

Objectives: The student will

- 5.1 select alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet learner needs.
- 5.2 actively engage the learner to promote the development of critical thinking, problem solving, and performance capabilities.

**Goal 6: The student will understand individual and group motivation and behavior and will create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

Objectives: The student will

- 6.1 use motivation theories and behavior management strategies and techniques in a classroom setting.
- 6.2 manage time, space, transitions and activities in a classroom effectively.
- 6.3 engage students in decision-making.

**Goal 7: The student will understand effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.**

Objectives: The student will

- 7.1 model effective verbal/nonverbal communication skills.
- 7.2 demonstrate sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communication.
- 7.3 support and expand learner expression in speaking, writing, listening, and other media.
- 7.4 use a variety of media communication tools.

**Goal 8: The student will understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.**

Objectives: The student will

- 8.1 employ a variety of formal and informal assessment techniques to enhance and monitor knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies.
- 8.2 use assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal learning goals.
- 8.3 evaluate the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- 8.4 maintain useful records of student work and performance and communicate student progress based on appropriate indicators, to the learner, parents, and other colleagues.

**Goal 9: The student will understand that a reflective practitioner is one who continually assesses the effects of choices and actions on others, seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more student learning.**

Objectives: The student will

- 9.1 apply a variety of self-assessment and problem-solving strategies for reflecting on practice, its influences on growth and learning, and complex interaction between them.
- 9.2 use resources available for professional development.
- 9.3 practice professional ethical standards.



**Goal 10: The student will understand how to foster relationships with school colleagues, parents and educational partners in the larger community to support student learning and wellbeing.**

Objectives: The student will

- 10.1 participate in collegial activities designed to make the entire school a productive learning environment.
- 10.2 talk and listen to students, be sensitive and responsive to signs of distress, and seek appropriate help as needed to solve the problems.
- 10.3 seek opportunities to develop relationships with the parents and guardians of students, and seek to develop cooperative partnerships in support of student learning and well-being.
- 10.4 identify and use the appropriate school personnel and community resources to help the learner reach their full potential.

**Goal 11: The student understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.**

Objectives: The student will

- 11.1 demonstrate an understanding of instructional technology concepts and operations.
- 11.2 plan and design effective learning environments and experiences supported by informational and instructional technology.
- 12.1 implement curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.
- 12.2 use technological applications to facilitate a variety of effective assessment and evaluation strategies.
- 12.3 use technology to enhance personal productivity and professional practice
- 12.4 demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.

**Goal 12: The student understands the role a Christian teacher plays in promoting the success of all students by acting with integrity, fairness, and compassion to those they teach.**

Objectives: The student will

- 12.1 model ethical behavior and decision making in the classroom.
- 12.2 treat each student as an individual based on educational, social and cultural needs.
- 12.3 develop a caring, classroom community.

## **TEACHER EDUCATION INSTITUTIONAL REPORT INFORMATION**

Under Title II reporting during the 2004-2005 academic year, 182 students had been accepted into the teacher education program and were pursuing elementary, middle, or secondary certification. A total of 85 students completed supervised student teaching in either the fall or spring semester. At Southwest Baptist University, student teaching consists of a minimum of 35 hours per week for 12 weeks. Placement for student teaching is made in schools that are within a 50-mile radius of Bolivar. The faculty-student ratio in supervised student teaching during the 2004-2005 report year was 2.9 in the fall and 3.7 in the spring.

The teacher education program of Southwest Baptist University has been granted approval by the Missouri Department of Elementary and Secondary Education through October 2006.

For Praxis pass rate information during the report year, please see *Praxis Results* on the Department of Education webpage. (<http://www.sbuniv.edu/education/>)



## CERTIFICATION PROGRAMS

The Teacher Education Program has been approved by the State Board of Education of the State of Missouri. This approval is granted by the Missouri Department of Elementary and Secondary Education (DESE). SBU is authorized to conduct a professional education program and recommend candidates for initial certification and/or second area of certification in the following areas. Total hours must meet SBU's graduation requirements.

### Elementary Education Major (1-6)

On the Bolivar campus elementary education majors must complete prescribed course work in elementary education in order to receive initial certification. This includes University general education requirements and completion of supporting work of 21 or more semester hours that will qualify the student to obtain an added certificate in one of the following areas.

- Early Childhood (Birth-Grade 3)
- K – 9 Art
- K – 9 Health
- K – 9 Physical Education
- K – 9 Spanish
- Middle School Education 5-9 (Choose one content area)

### Elementary - Mountain View Extension Center (1-6)

At the Mountain View campus students complete a twenty-one (21) hour concentration in social science.

### Middle School Education Major (5-9)

Middle School Education majors must complete prescribed course work in middle school education in order to receive initial certification. This includes University general education requirements and a minimum of 21 semester hours in two of the following areas of concentration.

- Language Arts (5-9)
- Mathematics (5-9)
- Science (5-9)
- Social Science (5-9)
- Spanish (K-9) (*Second Area of Certification*)\*
- Speech (5-9) (*Second Area of Certification*)\*

\*The four concentration areas require 24 hours when paired with Spanish or Speech.

### Secondary Education Certification (9-12, K-12)

Certification in secondary education consists of the completion of an academic major in which initial certification is sought, and the completion of professional education requirements. A second area of certification is suggested.

Art (K-12)  
Biology Education (9-12)  
Chemistry Education (9-12)  
English (9-12)  
Mathematics (9-12)  
Music (Instrumental, Vocal) (K-12)

Physical Education (K-12, 9-12)  
Social Studies (9-12)  
Speech and Theatre (9-12)  
Unified Science  
Biology 9-12 (Certificate)  
Chemistry 9-12 (Certificate)

### Second Areas of Certification

Health (K-12, 9-12)  
Middle School Education (see pages 14-15)



### **Transferring to SBU and Changing Major**

Only professional education courses transferred from Missouri junior colleges or senior colleges that have state-approved teacher education programs can be used to meet certification requirements.

Transcripts verifying all college work taken must be on file in the Teacher Education Office. **All college-level work ever attempted is calculated in the GPA even if not transferred to SBU.**

Changing Major. If students elect to change majors or second areas of certification, they are to notify the Department of Education. They will need to revise their Teacher Education file and, in some cases, change the student teaching semester. The assignment of a new student teaching semester based on the newly declared major or second area of certification will be made in consultation with the Certification Officer/Coordinator of Clinical Experiences and may not necessarily coincide with the old semester assignment.

Non-returning student. When students do not return to SBU for a period of one semester or more, they are considered to have withdrawn officially from candidacy for the Teacher Education Program. When they return, they must have an interview with the Certification Officer/Coordinator of Clinical Experiences and be assigned to a new student teaching semester before taking any further courses at SBU.



## TEACHER EDUCATION PROGRAM SEQUENCE

In addition to admittance to the University, an applicant for an education degree or secondary certification in a content area must be admitted to the Department of Education through the office of the Director of Teacher Education. All new students (freshmen and transfer students) pursuing an education degree are admitted to the university as education majors. Upon successful completion of department and state requirements and a successful evaluation by the education faculty, they may be formally admitted into the Department of Education and be eligible for upper level (3000-4000) education courses.

### Entering the Teacher Education Program

The first level for students who desire to enter SBU's program is to begin their education file. The process is initiated in the Education Department (Gott Center).

1. Handbook and receipt form – distributed and discussed in EDU 2113, Educational Psychology
2. Transfer Coursework Disclosure Form
3. Two typed autobiographical sketches in narrative form
4. Documented ACT/SAT composite scores
5. Program of Study Worksheet (4-year plan)
6. Application for Admission to Teacher Education (**with photograph**) and Statement of Intent to Enter Teacher Education Program
7. Initial Interview with the Certification Officer/Coordinator of Clinical Experiences to discuss the student teaching semester when all of the above materials are submitted
8. Receive state of Missouri background clearance (A \$5.00 fee is attached to all clinical experiences to cover this expense.)

### Acceptance into the Teacher Education Program

1. **Teacher Education File.** The student's file must be complete in the Department of Education. (See above list of requirements.)
2. **C-BASE scores.** Students desiring to enter the Teacher Education Program as undergraduates must pass all five sections (*English, Writing, Math, Science, and Social Studies*) of the College-Basic Academic Subjects Examination (C-BASE), within a two year period. Students should plan to take the C-BASE in the spring of their freshmen year or in the fall of their sophomore year. Transfer students should take the C-BASE during their first semester at SBU. (See the Director of Career Services to register for the test.) The examination is given on campus several times during the fall and spring semesters. The **C-BASE scores meeting DESE standards must be on file** in the Office of Teacher Education **prior** to the student being admitted to the Teacher Education Program.
3. **Resume.** Two copies of a current resume.
4. **Grades, Grade Point Average and Cumulative Grade Point Average.** All college level work ever attempted is calculated in the grade point average (GPA). **Students must furnish transcripts to the Department of Education for all college level work taken at other colleges or universities.** Students must have a minimum cumulative GPA of 2.5 on a 4.0 scale. Students must attain a minimum cumulative 2.5 GPA in **each area** in which they are seeking a teaching certificate. Professional education courses must be completed with a GPA of 2.5 and with no grade lower than a "C." PSY 3063, Human Growth and Development; PSY 3053, Child Development; or PSY 4033, Adolescent Development is included as a professional education course for education students.
5. **General Education Requirements and Lower-Level Course Work.** Students must have completed all lower-level general education requirements and all 1000 and 2000 level courses required in each of the areas in which they are seeking certification unless permission has been granted to do otherwise.
6. **Evidence of Dependability and Awareness.** Students should demonstrate dependability and awareness. This includes regular and punctual class attendance, attention to details and the ability to know and meet deadlines.
7. **Evidence of Good Citizenship.** Prospective teachers are expected to be good citizens of the University and the community. They are expected to demonstrate high standards in oral and written communication, responsibility, integrity, attitude and ethical decision-making.



8. **Recommendations.** Once the above criteria have been met, students may be recommended by each department in which certification is sought. Candidates will be notified in writing as to acceptance or rejection. *Prior to this formal admittance, students may not enroll in any upper-level education courses.*
9. **Admittance to Upper-Level Education Classes — Undergraduates and Graduates.** To be admitted to upper-level education courses (3000 and 4000 level), students must have a cumulative grade point average (GPA) of 2.5, must have documented scores of the ACT or SAT on file in the Department of Education, must have passed all sections of the C-BASE, must have completed successfully EDU 2113 and EDU 2313 or their equivalents, Field Experience Level 1 (30 hours observing/assisting), and must have completed their teacher education file. Also Elementary Education majors must have passed successfully EDU 2343 and 2353 with a grade of "C" or better.

### **Completing the Teacher Education Program**

1. **Credit Check.** A credit check is an evaluation of the academic record to determine if the catalog requirements for graduation and for the teaching certificate have been met. The evaluation is made by the registrar, the advisor, the heads of major departments (and if added second areas of certification are sought, by heads of the departments in the areas of the added certification), and by the Certification Officer/Coordinator of Clinical Experiences. Ordinarily, students request a credit check when they have completed between 70-80 semester hours of college work. However, because the teacher education student cannot enroll in other courses during the block semester, a credit check should be requested at the end of the first semester of the junior year. This should allow ample time to enroll in courses needed for graduation.
2. **Education Course Requirements Prior to Student Teaching.** Prior to doing student teaching, students majoring in elementary or middle school education or in a secondary teaching field must have completed all lower-level general education and all professional education courses (EDU) unless permission has been granted for exceptions. A student may not enroll in student teaching without permission of the Director of Teacher Education and the Certification Officer/Coordinator of Clinical Experiences,
3. **FBI Background Check.** Submit to and pass FBI background check. The fee is paid by the preservice candidate. This background check is required for certification.
4. **Portfolios.** Students are required to establish and maintain a professional portfolio throughout their educational program of study. Those entering SBU from Fall 2004 forward will submit an electronic portfolio.
5. **Correspondence Courses and Other Classes or Activities during the Block/Student Teaching Semester.** Correspondence courses should be completed **prior to the beginning of the professional block semester.** Students are not to be enrolled in classes other than the block classes and student teaching during their professional semester without prior written permission from the Director of Teacher Education and the Certification Officer/ Coordinator of Clinical Experiences. Students must abide by the rules stated in the ***Teacher Education Handbook*** under "The Student Teaching Experience" pertaining to outside activities during student teaching. Student teachers will be on cooperating schools' calendars, not SBU's.
6. **Attendance at seminars and other required meetings.** Students are required to attend any announced seminars held during the academic year in which they will be completing their professional block/student teaching semester. Students are also required to attend ALL meetings pertaining to their block/student teaching semester either prior to or during the stated semester.
7. **Exit Assessment.** Students are required to complete the state-prescribed exit assessment which includes the passing of the appropriate Praxis II Subject Assessment/Specialty Area Test before they will be granted a teaching certificate by the State of Missouri. Beginning spring 2002, all teacher certification-seeking students must pass the appropriate Praxis exam **before** being allowed to student teach. The Praxis is the final assessment examination for certification required by the Department of Elementary and Secondary Education as a demonstration of pedagogy and/or content competence. If the Praxis is not passed, an elementary or middle school education student who has met course and hour requirements could graduate with a degree in education without certification. If a secondary education student does not pass the Praxis and specified course and hour requirements



have been met, the student could choose area.

to graduate with a degree in the content



# ELEMENTARY EDUCATION CERTIFICATION

## Bachelor of Science Degree

### Grades 1-6

Students must fulfill the following specific requirements.

1. Complete the general education requirements of Southwest Baptist University (44 hours)

Communication Studies (9 hours)	
ENG 1113 AND ENG 2213 English Composition I and II .....	6 hours
<i>or</i>	
ENG 1123 Honors Composition	
COM 1103 <i>or</i> COM 2393 Fundamentals of Speech <i>or</i> Interpersonal Communication .....	3 hours
Fine Arts/Cultural Studies (6 hours)	
Choose one course from the Fine Arts area .....	3 hours
FAR 1003 Introduction to Fine Arts	
FAR 1013 Introduction to Art	
FAR 1023 Introduction to Music	
GEO 1103 Geography (meets cultural studies component).....	3 hours
Social Studies (12 hours)	
ECO 2003 L.I.F.E. Economics <i>or</i> *ECO 2023 Microeconomics .....	3 hours
POL 1113 American Government.....	3 hours
<i>HIS 2213 or</i>	
HIS 2223 United States History I <i>or</i> II .....	3 hours
EDU 2113 Educational Psychology (also counts as professional education).....	3 hours
Technical Studies (15 hours)	
BIO 1004 Principles of Biology .....	4 hours
CIS 1103 Introduction to Computing.....	3 hours
MAT 2293 Math for Elementary/Middle School Teachers II .....	3 hours
PHS 2005 Physical Science for Elementary and Middle School Teachers.....	5 hours
University Studies (2 hours)	
UNI 1111 University Seminar .....	1 hour
UNI 1121 Critical Thinking.....	1 hour

The University also requires the following courses as graduation requirements. These courses help fulfill the mission of the University. (10 hours)

BIB 1013 Old Testament History .....	3 hours
BIB 1023 New Testament History .....	3 hours
SPF 2012 Introduction to Spiritual Formation .....	2 hours
HPE 1162 Foundations of Physical Fitness/Wellness .....	2 hours

**NOTE:** EDU 2113, EDU 2313 and the appropriate level of field experience are prerequisites for admittance to upper-level elementary, middle and secondary education courses by all students seeking state teacher certification. Either EDU 2113 or 2313 must be taken at SBU. EDU 2343 and EDU 2353 are also prerequisites for upper-level elementary method courses. **Enrollment in upper-level education courses by all students seeking state teacher certification is limited to those students who have a cumulative GPA of 2.5, for all college work attempted, have a documented ACT or SAT score on file in the Department of Education, have passed all sections of the C-BASE, and have completed their file in the Department of Education. In addition, Elementary Education majors must have completed 6 hours of English, two college-level courses in math, one biological science with lab, and one physical science with lab.** Professional education courses transferred from junior colleges or from senior colleges that do not have state-approved Teacher Education Programs cannot be used to meet certificate requirements. Such courses must either be taken at SBU or approved alternative courses must be taken in lieu of such courses.

2. Complete the following professional education courses:



<b>Professional Education.....</b>	<b>62 hours</b>
EDU 2113 – Educational Psychology.....	3 hours
EDU 2121 – Field Experience Level 1(observing/assisting) ** .....	1 hour
EDU 2313 – Foundations of Education .....	3 hours
EDU 2343 – Emergent Language .....	3 hours
EDU 2353 – Children's Literature. ....	3 hours
EDU 2823 – Media and Computer Education. ....	3 hours
EDU 3002 – Teaching Social Sciences in Early Childhood/Elementary Education I .....	2 hours
EDU 3022 – Teaching Social Sciences in Early Childhood/Elementary Education II .....	2 hours
EDU 3114 – Teaching Reading/Lang Arts in Early Childhood/Elementary Educ I .....	4 hours
EDU 3124 – Teaching Reading/Lang Arts in Early Childhood/Elementary Educ II .....	4 hours
EDU 3143 – Integrating Art, Music and PE into the Early Childhood/Elem Classroom	3 hours
EDU 3162 – Teaching Integrated Math in Early Childhood/Elementary Education .....	2 hours
EDU 3182 – Teaching Integrated Science in Early Childhood/Elementary Education ...	2 hours
EDU 3311 – Early Childhood (F/S).....	1 hour
EDU 3321 – Elementary School (F/S).....	1 hour
EDU 3823 – Behavior & Classroom Management in Early Childhood/Elem Education	3 hours
EDU 4832 – *Tests and Measurement (Block) .....	2 hours
EDU 4842 – *The Exceptional Child (Block) .....	2 hours
EDU 4929 – *Student Teaching in the Elementary School (Block).....	10 hours
HPE 3092 – Standard First Aid.....	2 hours
MAT 2283 – Math for Elementary and Middle School Teachers I .....	3 hours
PSY 3053 – Child Development .....	3 hours

\*STUDENTS MUST TAKE EDU 4832, 4842, and 4929 DURING THEIR PROFESSIONAL BLOCK SEMESTER.

\*\*EDU 2121, *Field Experience Level 1 (observing/ assisting)*, will be in the second area of certification for the Elementary Education major who has chosen a second area of certification other than Early Childhood, and is by special permission of the Certification Officer/Coordinator of Clinical Experiences. Requirements for Field Experience Level 1 (observing/ assisting) include successful completion of EDU 2113 or EDU 2313 (or be enrolled in one of these courses concurrently), a 2.0 GPA, and completion of paperwork for the teacher education file. **Students must pre-enroll.** Elementary education students participate in Field Experience Level 1 (observing/assisting) during the sophomore year and in Field Experience Level 2 **each** semester during the junior year concurrently with their methods courses in order to observe and participate in various methods of teaching being utilized in the public school.

3. Complete supporting work, including methods of teaching in the subject selected, which will qualify the student to obtain an added certificate in a second teaching area (please refer to page 6). Students must meet all requirements as stated by the Missouri Department of Elementary and Secondary Education. (Information may be obtained in the Department of Education.) Total hours must meet SBU's graduation requirements.

\*If Middle School is chosen for a second area of certification when paired with elementary, the following additional coursework is required:

**Professional Education**

EDU 2463 – Foundations of Middle School.....	3 hours
EDU 4473 – Psychology of Middle School Student .....	3 hours
EDU 4493 – Middle School Curriculum .....	3 hours

Plus a minimum of twenty-one hours in one middle school content area. Choose language arts, mathematics, science, social science or speech.



# MIDDLE SCHOOL

# EDUCATION

## CERTIFICATION

### Bachelor of Science Degree

### Grades 5-9

1. Candidates for middle school certification must meet all SBU degree requirements including the general education requirements for the B. S. degree. (44-45 hours)

Communication Studies (9 hours)

ENG 1113 AND ENG 2213 English Composition I and II ..... 6 hours

*or*

ENG 1123 Honors Composition

COM 1103 *or* COM 2393 Fundamentals of Speech *or* Interpersonal Communication ..... 3 hours

Fine Arts/Cultural Studies (5-6 hours)

Choose one course from the Fine Arts area \* ..... 3 hours

FAR 1003, 1013, 1023 Intro to Fine Arts, Intro to Art, or Intro to Music

Choose one course from Cultural Studies ..... 2-3 hours

ENG 2312 Survey of World Lit; GEO 1103 Geography; HIS 1113 or 1123 Intro to World Civ I or II;

SOC 2012 Social Diversity; or ICS 2901/2911 Same-culture/Cross-cultural Service Project

Social Studies (12 hours)

ECO 2003 L.I.F.E. Economics *or* \*ECO 2023 Microeconomics..... 3 hours

POL 1113 American Government..... 3 hours

HIS 2213 *or* HIS 2223 United States History I *or* II ..... 3 hours

EDU 2113 Educational Psychology (also counts as professional education) ..... 3 hours

Technical Studies (15 hours)

BIO 1004\* Principles of Biology ..... 4 hours

CIS 1103 Introduction to Computing..... 3 hours

MAT 1143\* College Algebra ..... 3 hours

PHS 1004 *or* PHS 1114\* Intro to Physical Science or Intro to Earth Science..... 4 hours

University Studies (2 hours)

UNI 1111 University Seminar ..... 1 hour

UNI 1121 Critical Thinking..... 1 hour

\*Specific content areas have requirements that may differ from the University general education requirements.

The University also requires the following courses as graduation requirements. These courses help fulfill the mission of the University. (10 hours)

BIB 1013 Old Testament History ..... 3 hours

BIB 1023 New Testament History ..... 3 hours

SPF 2012 Introduction to Spiritual Formation ..... 2 hours

HPE 1162 Foundations of Physical Fitness/Wellness ..... 2 hours

**NOTE:** EDU 2113, 2313 and 2131 are prerequisites for admittance to upper-level elementary, middle and secondary education courses by all students seeking state teacher certification. Either EDU 2113 or 2313 must be taken at SBU. **Enrollment in upper-level education courses is limited to those students who have a cumulative GPA of 2.5 for all college work attempted, have a documented ACT or SAT score on file in the Department of Education, have passed all sections of the C-BASE, and have completed their file in the Department of Education.** Professional education courses transferred from junior colleges or from senior colleges, that do not have state-approved teacher education programs cannot be used to meet certificate requirements. Such courses must either be taken at SBU or approved alternative courses must be taken in lieu of such courses.

2. Complete the following professional education courses:

**Professional Education ..... 53-55 hours**

EDU 2113 – Educational Psychology ..... 3 hours

EDU 2131 – Field Experience Level 1 (observing/assisting) in Middle/Jr High.. 1 hour

EDU 2313 – Foundations of Education ..... 3 hours

EDU 2463 – Foundations of Middle School ..... 3 hours



EDU 2512 – Teaching Reading in Middle School.....	2 hours
EDU 3613 – Teaching Reading in Content Areas.....	3 hours
EDU 3833 – Behavior & Classroom Management – secondary section.....	3 hours
EDU 4473 – Psychology of Middle School Student.....	3 hours
EDU 3331 – Field Experience Level 2 in Middle School.....	1 hour
EDU 4493 – Middle School Curriculum.....	3 hours
EDU 4__ – Methods of Teaching in each concentration area.....	4-6 hours
EDU 2823 – Media and Computer Education.....	3 hours
MAT 2283 – Math for Elem/Middle School Teachers I (MS Math) .....	3 hours
HPE 3092 – Standard First Aid.....	2 hours
EDU 4112 – *Teaching Writing (Block) .....	2 hours
EDU 2823 – *Tests and Measurement (Block).....	2 hours
EDU 4842 – *The Exceptional Child (Block) .....	2 hours
EDU 4939 – *Student Teaching in Middle School/Jr High (Block).....	10 hours

\*STUDENTS MUST TAKE EDU 4112, 4832, 4842 AND 4939 DURING THEIR PROFESSIONAL BLOCK SEMESTER.

+Students must take two field experiences: Field Experience Level 1 (EDU 2131) (observing/assisting) and Field Experience Level 2 (EDU 3331). Requirements for the first field experience include successful completion of EDU 2113 or EDU 2313 or be enrolled in one of these courses concurrently, a 2.0 GPA, and completion of paperwork for the teacher education file. **Students must pre-enroll.** EDU 3331, Field Experience Level 2, is taken concurrently with EDU 4493, Middle School Curriculum.

- Candidates for middle school certification must complete a minimum of 21 hours in two (2) concentrations from the following areas: **language arts, mathematics, science, and social science**. Middle school students also may elect to complete 24 or more hours in one (1) of the concentration areas of language arts, mathematics, science or social science and complete the hours required for **Spanish K-9** or **Speech 5-9** as an additional area. Total hours must meet SBU's graduation requirements. Information concerning coursework for certification in these areas may be obtained from the Department of Education.

## CERTIFICATION REQUIREMENTS IN SPECIFIED TEACHING AREAS

Specific course requirements for obtaining certificates to teach in subject matter areas are established by the department involved in cooperation with the Department of Education. These requirements are based on minimum standards issued by the Missouri State Department of Elementary and Secondary Education. Program planning sheets in each area of certification list these requirements in detail. A copy for each area may be obtained from the Department of Education.

Students who are to be recommended by SBU for teacher certification must complete a certain amount of course work at this institution. **Students are required to complete the professional semester (Block) at SBU.** They must also complete at least one-half of the course work in the major area at SBU. In the second area of certification, students must take enough courses at SBU for a department member to determine competence to teach the subject matter. Each department, in consultation with the Director of Teacher Education and the Certification Officer/Coordinator of Clinical Experiences, makes the final determination of courses to be taken at SBU for certification in that department's area.



**Secondary Education Certification**  
**Bachelor of Science Degree**  
**Grades 9-12**

1. Candidates for secondary certification must meet all degree requirements at SBU including the general education requirements for the B. S. degree (43 hours).

Communication Studies (9 hours)	
ENG 1113 AND ENG 2213 English Composition I and II .....	6 hours
<i>or</i>	
ENG 1123 Honors Composition	
COM 1103 <i>or</i> COM 2393 Fundamentals of Speech <i>or</i> Interpersonal Communication .....	3 hours
Fine Arts/Cultural Studies (5 hours)	
Choose one course from the Fine Arts area* .....	3 hours
FAR 1003, 1013, 1023 or 1033 Intro to Fine Arts, Intro to Art, Intro to Music or Intro to Theatre	
Choose one course from Cultural Studies* .....	2-3 hours
ENG 2312 Survey of World Lit; GEO 1103 Geography; HIS 1113 or 1123 Intro to World Civ I or II; SOC 2012 Social Diversity or ICS 2901/2911 Same-culture/Cross-cultural Service Project	
Social Studies (12 hours)	
ECO 2003L.I.F.E. Economics <i>or</i> *ECO 2023 Microeconomics .....	3 hours
POL 1113 American Government.....	3 hours
HIS 2213 <i>or</i> HIS 2223 United States History I <i>or</i> II .....	3 hours
EDU 2113 Educational Psychology (also counts as professional education) .....	3 hours
Technical Studies (15 hours)	
BIO 1004* Principles of Biology .....	4 hours
CIS 1103 Introduction to Computing.....	3 hours
MAT 1143* College Algebra .....	3 hours
PHS 1004* Intro to Physical Science <i>or</i>	
PHS 1114* Intro to Earth Science .....	4 hours
University Studies (2 hours)	
UNI 1111 University Seminar .....	1 hour
UNI 1121 Critical Thinking .....	1 hour

\*Specific content areas have requirements that may differ from the University general education requirements.

The University also requires the following courses as graduation requirements. These courses help fulfill the mission of the University.

BIB 1013 Old Testament History .....	3 hours
BIB 1023 New Testament History .....	3 hours
SPF 2012 Introduction to Spiritual Formation .....	2 hours
HPE 1162 Foundations of Physical Fitness/Wellness .....	2 hours

2. Complete a major in art, biology, chemistry education, English, mathematics, music, physical education, social science education, or speech and theatre. The major must include supporting work required for certification in the major area. Information concerning coursework for certification in these areas may be found in the catalog section of the department concerned or may be obtained from the Department of Education. Secondary (9-12, K-12) certification programs are listed on page 6.
3. When possible, it is recommended that students complete sufficient hours to obtain an added endorsement (certification) in one of the areas listed below. Second areas of certification are also listed on page 6.

If Middle School is chosen for a second area of certification when paired with secondary education, the following additional coursework is required:



### Professional Education

EDU 2463 – Foundations of Middle School.....	3 hours
EDU 4473 – Psychology of Middle School Student.....	3 hours
EDU 4493 – Middle School Curriculum .....	3 hours

**NOTE: EDU 2113, 2313, and 2141 are prerequisites for admittance to upper-level elementary, middle and secondary education courses by all students seeking state teacher certification. Either EDU 2113 or 2313 must be taken at Southwest Baptist University. EDU 3333 must be taken at Southwest Baptist University. Enrollment in upper-level education courses by all students seeking state teacher certification is limited to those students who have a cumulative GPA of 2.5, have a documented ACT or SAT score on file in the Department of Education, have passed all sections of the C-BASE and have completed their file in the Department of Education. Professional education courses transferred from junior colleges or from senior colleges, that do not have state-approved teacher education programs cannot be used to meet certificate requirements. Such courses must either be taken at SBU or approved alternative courses must be taken in lieu of such courses.**

4. Candidates must complete the following **Professional Education** courses **39-40 hours**

EDU 2113 – Educational Psychology.....	3 hours
EDU 2141 – Field Experience Level 1 (observing/assisting) in the Secondary School ...	1 hour
EDU 2313 – Foundations of Education (secondary section).....	3 hours
EDU 2823 – Media and Computer Education .....	3 hours
EDU 3333 <sup>+</sup> – Principles/Methods of Secondary School.....	3 hours
EDU 3341 – Field Experience Level 2 Secondary Schools.....	1 hour
EDU 3613 – Teaching Reading in the Content Areas .....	3 hours
EDU 3833 – Behavior & Classroom Management.....	3 hours
EDU 45__ – Methods Teaching 1 <sup>st</sup> and 2 <sup>nd</sup> Teaching Fields.....	2-3 hours
EDU 4832* – Tests and Measurement (Block) .....	2 hours
EDU 4842* – The Exceptional Child (Block).....	2 hours
EDU 4949* – Student Teaching Secondary 9-12 (Block).....	10 hours

**or**

EDU 4959* – Student Teaching K-12 School (Block).....	10 hours
PSY 3063 – Human Growth & Development (K-12) ‡.....	3 hours

**or**

PSY 4033 – Adolescent Development (9-12) ‡.....	3 hours
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**\*Students must take EDU 4832 and EDU 4842 during their professional block semester and must be enrolled in EDU 4949 (9-12) or 4959 (K-12) depending on their certification.**

*+Secondary persons must take two field experiences: EDU 2141, Field Experience Level 1 (observing and assisting) and EDU 3341, Field Experience Level 2, which is taken concurrently with EDU 3333, Principles & Methods of Secondary School.*

*‡ Students seeking K-12 certification must take PSY 3063 Human Growth and Development. Students seeking 9-12 certification should take PSY 4033 Adolescent Development.*

### Bachelor of Arts Degree with Certification

Students who wish to obtain a Bachelor of Arts degree and obtain a teaching certificate through Southwest Baptist University must fulfill the general education requirements and the departmental requirements for the Bachelor of Arts degree. Also, no more than 40 semester hours in a single discipline will be counted toward the Bachelor of Arts degree. In addition to this, students must complete the teacher education requirements outlined in steps two through four of the Bachelor of Science in Education (Secondary) program.

### Bachelor of Music

Students who desire to obtain certificates to teach music must fulfill requirements one (1) and four (4) listed previously under secondary education certificate program. For the remainder of the requirements they must follow the course of study prescribed by the department of music.



## OVERVIEW OF CLINICAL EXPERIENCES

During the sophomore or second year of teacher preparation at Southwest Baptist University, preservice teachers will complete Field Experience Level 1 (observing/assisting) that introduces him/her to the profession of teaching. Elementary, middle school, and secondary education preservice teachers usually complete the first experience concurrently with Educational Psychology or Foundations of Education. Placement for each Field Experience Level 1 (observing/assisting) is made by the Certification Officer/Coordinator of Clinical Experiences in an area school **and pre-enrollment is required**. The student may choose a school outside the area for placement during Winterfest or spring break.

At the beginning of each semester, a field experience meeting is held in order for the Certification Officer/Coordinator of Clinical Experiences to explain the procedure for completing the experience, to provide informational packets and to convey assignments. **Attendance is required**.

### Field Experience 1 (observing assisting)

Successful completion of either EDU 2113, Educational Psychology or EDU 2313, Foundations of Education is a prerequisite for Field Experience 1 (observing/assisting) or it may be taken concurrently with either of these. **Also students must have completed the necessary papers for their Teacher Education file, and must have at least a 2.0 cumulative GPA before pre-enrolling for the first (2000-level) Field Experience**. Enrollment for Field Experience 1 is conducted in the Office of Teacher Education. **An enrollment form is required**.

A minimum of thirty clock hours is required for Field Experience 1 (observing/assisting), and the students receive one hour of pass/fail credit. Students keep a weekly log of the time spent, a personal time sheet, and self-evaluate at the end of the semester. There are also some short writing assignments. All paperwork is turned in to the Certification Officer/Coordinator of Clinical Experiences in the Department of Education. The cooperating teachers also verify weekly time logs and evaluate overall performance at the end of the semester. Evidence of documentation for all clinical experiences appears in individual files.

### Field Experience 2

The second field experience for **elementary** education preservice teachers is taken concurrently with their elementary methods during the junior year. Students actively assist a teacher for one day each week during the fall and spring semesters and receive one hour of pass/fail credit each semester for each 75-hour experience.

The second clinical experience for **middle school** or **secondary** education preservice teachers is taken concurrently with Middle School Curriculum or Principles and Methods of Secondary Instruction, respectively. Students receive one hour of pass/fail credit and are scheduled to work with a middle or secondary teacher in their area of certification for a continuous block of time consisting of approximately 35 hours.

**Prerequisites for enrolling in the second level of Field Experience are completing both EDU 2113 and EDU 2313 with a grade of C or above, the Teacher Education file, cumulative GPA of 2.5, documented ACT/SAT score, and a passing C-BASE score on all sections. All students must have consent of the Certification Officer/Coordinator of Clinical Experiences and must pre-enroll. Pre-enrollment forms are available each semester in the Office of Teacher Education.**



## **Student Teaching**

The senior year is the most significant year for preservice teachers. By this time students should be sure they want to enter the teaching profession and must be willing to commit themselves to that goal. Student teaching is usually completed the senior year and is the culminating clinical experience. Ten credit hours are earned during the twelve weeks of teaching. Assignments are made to cooperating school districts within a 50-mile radius.

## **Requirements for Clinical Experiences**

### **Transportation**

**Students must provide their own transportation for all clinical experiences. SBU assumes no responsibility for arranging transportation or for accidents incurred in going to and from the assignment.** Students must also provide a copy of their driver's license and proof of car insurance.

### **Personal Appearance**

Students must dress professionally. Students are not expected to have an extensive wardrobe, but they are expected to abide by the guidelines and standards set by the host school district. Students should make inquiry during their first visit to the school about guidelines and standards regarding faculty dress and observe them throughout all clinical experiences. In conjunction with the local school district's dress codes, the University expects students to always be neat, clean, and professional in their appearance and dress. Students may be asked to cut the length of their hair to conform to school district standards, remove multiple earrings, remove tongue studs and/or remove miscellaneous adornment.

### **Personal Conduct**

Students should remember that they are students of Southwest Baptist University and must follow the rules and guidelines delineated in the University Student Handbook and the catalog, as well as those found in this handbook. Any infraction of these regulations or of the spirit of these regulations that has an adverse effect on the morale or efficiency of Southwest Baptist University, the Teacher Education Program, or the cooperating school, or that is detrimental to the best interests of Southwest Baptist University, the Teacher Education Program, or to the cooperating school will be sufficient cause to remove the student from the program.

### **Confidentiality**

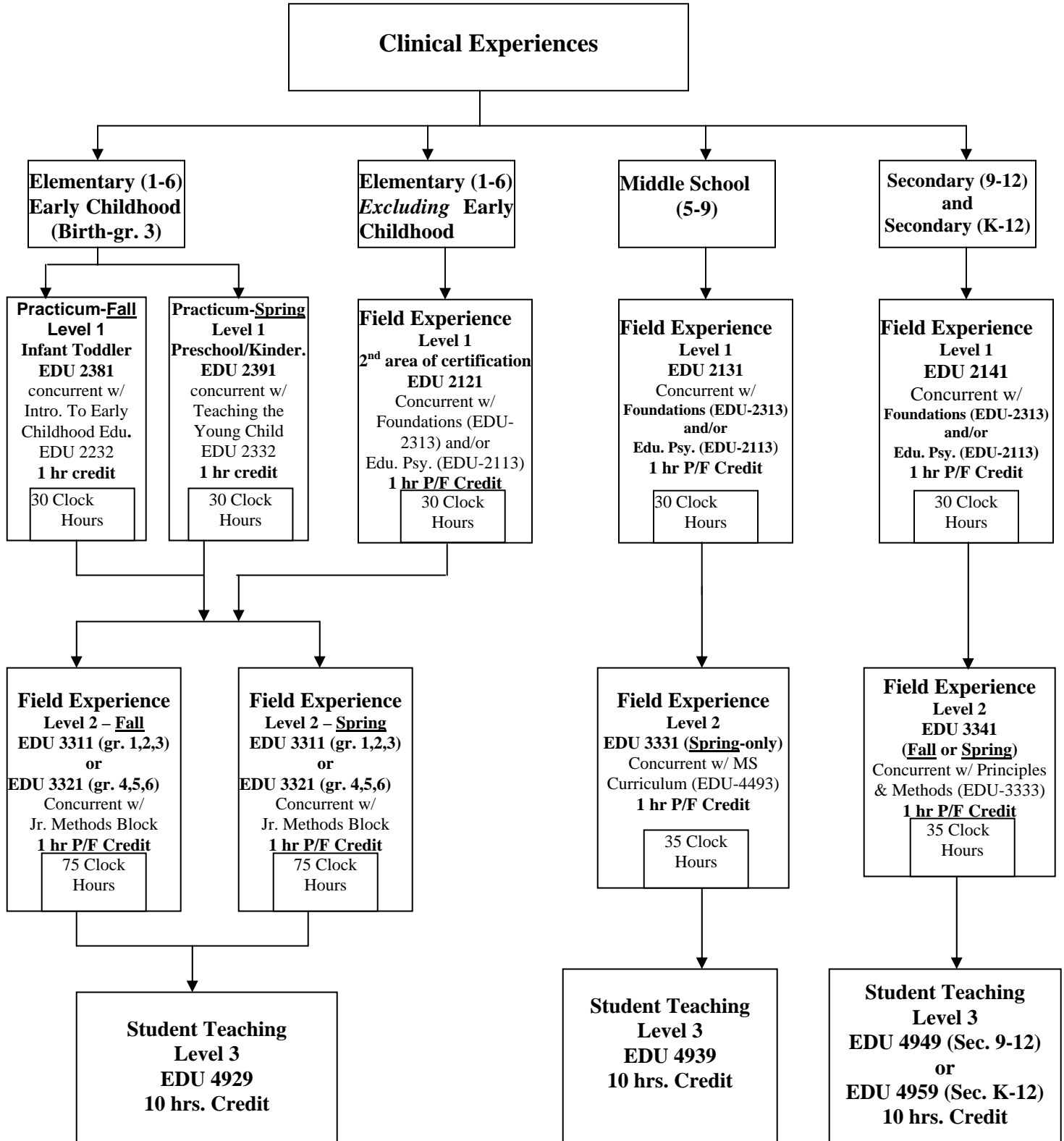
Southwest Baptist University students are cautioned about confidentiality of student, teacher, and school information. Matters pertaining to students, their records, and the actions of the cooperating teacher are considered to be confidential. SBU students will refrain from discussing such matters unless approved by the cooperating teacher (even then, much discretion must be used).

### **Background Check**

Students must submit to and pass a Missouri Highway Patrol background check. A \$5.00 fee is assessed for this service.



### SBU Clinical Experiences Organizational Chart





## Block/Student Teaching Semester

The block/student teaching semester is normally taken during the senior year and is open only to students who have been unconditionally admitted to the Teacher Education Program. The first four and one-half (4 1/2) weeks of the semester is spent in concentrated study in the professional block program for which the student receives four to seven (4-7) hours of credit. The remainder of the semester is spent in student teaching at a cooperating school(s) for which the student receives ten hours (10) of credit.

In order to enroll and participate in the student teaching semester, a student must have been unconditionally admitted to the program, must have attained (and must maintain during the block) the required grade point average (GPA) and must meet other requirements as stated in the **Teacher Education Handbook** and the University catalog. Students will be required to furnish a physical examination report on the form provided by the Department of Education during the first portion of the block.

Students who have been placed on disciplinary probation will not be permitted to enter the block semester until they have completed one full semester in residence after having been removed from probation.

The student teaching experience is the culmination of the Teacher Education Program. When students are in this phase of professional preparation, they are expected to devote full time to those activities that will give them a good start toward becoming excellent teachers. Professional attitudes developed and displayed by students at this time will determine to a large degree their employment potential at a later date. The observations and opinions of the cooperating teacher(s) and University supervisors are highly regarded by superintendents and principals seeking teachers.

Student teachers are expected to be fully committed to the teaching profession during this period. The student teacher should pay particular attention to the regulations listed below. Violation of these regulations will be considered just cause for removing a student from the student teaching program. Such removal carries with it an automatic grade of "F".

1. Student teachers will not enroll nor be enrolled in any other course either on campus or by correspondence, while in the block and while student teaching, unless written permission has been granted by the Director of Teacher Education or the Certification Officer/Coordinator of Clinical Experiences. Grades for all correspondence courses for which students are or have been enrolled must be on file in the Registrar's Office **by the beginning of the block semester.**
2. Student teachers will not be permitted to student teach with an "I" on their transcript unless permission has been granted due to unusual circumstances by the Director of Teacher Education or the Certification Officer/Coordinator of Clinical Experiences.
3. Student teaching is a full-time responsibility. Student teachers should not engage in any activity during the semester of student teaching that would prevent their full participation in the student teaching experience. In our agreement with the cooperating school districts regarding student teaching, we agree that our student teachers will be available for full participation in the total school program. Any activity such as music, athletics, or part-time work, including after-school and evening activities, that would not permit availability for full participation in the total school program will be considered a violation of our agreement with the cooperating school districts. **The Certification Officer/Coordinator of Clinical Experiences must approve any deviation from this policy. Violation of this policy may result in removal from student teaching.**
4. Student teachers should conduct themselves as professionals at all times. Contacts with public school students should be limited to times and places approved by the school administration.



## Student Teaching Assignments

Students are placed in student teaching positions in various cooperating school districts within a radius of **approximately fifty** miles of Bolivar or Mountain View. An attempt is made to have several students in a school system during a given semester.

Students are assigned to these positions according to their certification area. Because of this, students are sent where positions are available rather than where they prefer to be sent.

Experience has dictated that the following guidelines be followed in placing student teachers.

1. Student teachers will not be placed in districts or schools where they attended high school or are well-known to the students in the school.
2. Student teachers will not be placed in a district or school where relatives are either employed or in attendance.
3. Since SBU must follow DESE program stipulations, student teaching will be in the state of Missouri.

If students receive an assignment where any of the above conditions exist, they should call the matter to the attention of the Certification Officer/Coordinator of Clinical Experiences.

## Student Teaching Fee

A fee of \$225 is assessed for student teaching. The fee is used for an honorarium given to the cooperating teacher(s), mileage and travel expenses for the university supervisor, and printing of record keeping materials. The honorarium given to cooperating teachers in Springfield, MO schools is higher. If SBU student teachers are placed in Springfield, the extra amount is paid by the student.

## Attendance

**The student teacher is expected to be in attendance the entire time that school is in session during the student teaching period, and any professional night or weekend functions normally attended by the cooperating teachers.** The Certification Officer/Coordinator of Clinical Experiences must approve any deviation from this schedule in advance and in writing. Violations will be dealt with individually. Holidays to be observed will be those of the cooperating school, not of the University.

In the event students must be absent because of personal illness or illness in the immediate family, they must notify the cooperating teacher and the university supervisor before 7:00 a.m. Also, students should check with the principal to see if she/he is to be notified at this time.

## Initial Certification

The process for initial Missouri Certification is begun during the student teaching semester. SBU becomes the recommending institution where the applicant completes an approved teacher education program and submits the Missouri application to the Certification Officer/Coordinator of Clinical Experiences at SBU for the recommendation. The recommendation verifies the completion of the approved program.

## Placement Files

The University maintains a Career Services center to assist students and alumni in securing or changing positions. Students must furnish certain information to be included in the placement file. For more information, visit the Career Services office.





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